

# **“POLICY ANALYSIS ON THE CONDUCT OF OFF – CAMPUS ACTIVITITES IN SELECTED LOCAL UNIVERSITIES AND COLLEGES IN THE PROVINCE OF BULACAN”**

By

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## **Introduction**

Learning or acquiring of knowledge and skill are aimed at enhancing a person’s decision-making capability, problem solving ability, judgmental capabilities, ability to shoulder responsibilities and above all confidence of that person. Since learning is an important aspect of students’ lives, it becomes all the more important for teachers to concentrate on different learning processes and various teaching methods that can bring about the required change in the students for maximum benefits.

In teaching – learning process, there’s a lot of methods and strategies can be used to attain knowledge and experience. At this point, learning is not just around at the four corners of the classroom. Learning can be found outside the school premises.

Educators know that a student learns more quickly and retains more information when the subject matter pertains to them personally. The act of doing makes learning extremely personal. According to Branson (2015), people don't learn to walk by following rules. People learn by doing, and by falling over. The process of experiential learning involves both self-initiative and self-assessment, as well as hands-on activity.

The outside-the-classroom learning experience, commonly known as a fieldtrip is a type of experiential learning which get students away from the traditional classroom setting and into a new environment. School trips leave a great impact in the mind of the student, where he goes without his family, with his friends and colleagues, which allow him to rely on himself and take responsibility and enjoy the activities of the trip. Each school planning for trips is as a recreational and educational way, supervised by school administrators and different departments.

Commission on Higher Education defined fieldtrip that refer to off-campus learning activities involving mobility of students with the supervision of authorized personnel outside the premises of the institution but is of relatively shorter duration usually lasting for only one (1) day and with fewer places of destination.

This study aims to evaluate the involvement of the selected Local Universities and Colleges in Bulacan in the formulation of the policies and guidelines on fieldtrips as well as the level of awareness on the said policy, challenges arise, the alternative policy and recommendations

propose. In lined with Commission on Higher Education released a memorandum that contains the policies and guidelines or requirements to attain in conducting off – campus activities of Higher Education Institution.

In the Philippines, Higher Education Institutions (HEIs) ensure sustainable teaching and learning delivery process through the conduct of off-campus activities. These are activities conducted by HEIs to supplement and facilitate a more meaningful learning experience for students in addition to the regular classroom instructional programs that are in accordance with specific degree program requirements. These also include non-curricular activities. They are intended to broaden the students' learning opportunities and allow them a feel of the real world, and therefore serve as powerful motivator to strengthen the academe-industry linkage. These learning situations include: internships, educational tours or field trips, field studies, educational linkages, student development activities, non-curricular-based activities such as mission-based, immersion/reach-out programs, conventions, conferences, trainings, volunteer work, interschool competitions, cultural performances and team development activities, among others.

Commission on Higher Education Memorandum No. 63, s. 2017 known as Policies and Guidelines on Local Off – Campus Activities states that CHED recognizes the academic freedom of the HEIs in promoting quality education for the continuing intellectual growth, the advancement of learning and research, and the education of high level professionals while enriching historical and cultural heritage through the conduct of off-campus activities as part of the curriculum.

The said memorandum consists of policies and guidelines that aims to guide HEIs in the conduct of off-campus activities in order to develop the holistic experience of students and to provide access to efficient and interactive learning for students through meaningful off-campus activities as part of their program requirement embodied in the approved curriculum; quality off-campus activities necessary to the acquisition of relevant knowledge, skills, and values; mechanisms to exercise due diligence prior, during and after the activities for safety and welfare of the students and HEIs' personnel and mechanisms for the implementation of parallel activities to those students who will not be participating in the activity.

The policies and guidelines on off – campus activities have its checklist requirements before, during and after off – campus activity. Each requirement require proof that will support the conduct of the activity.

Evaluating the impacts of programs or policies is very difficult, even under the best of conditions. There are factors to consider in evaluating such policy and all of those factors influence the utilization of policy evaluations by decision makers. Policy analysts should not be discouraged if their evaluation is not used by decision makers, because most of the variables influencing use are beyond the control of analyst himself or herself. Evaluators must simply do the best job they can and hope that their results will ultimately make a difference in the policy process.

## **Statement of the Problem**

This study aims to analyze the policies on the conduct of off – campus activities in selected local universities and colleges in the province of Bulacan.

Specifically, it sought to answer the following questions:

1. To what extent are LUC's involved in the formulation of policies and guidelines on fieldtrip in terms of:
  - 1.1 Planning;
  - 1.2 Implementation; and
  - 1.3 Evaluation?
2. What is the level of awareness of LUC's toward the requirements on policies and guidelines of fieldtrip?
3. What challenges or problems arise in enforcing the existing policies and guidelines of fieldtrip in LUC's?
4. What alternative policy or guidelines can be implemented to enhance the policy and guidelines of fieldtrip in LUC's?
5. What recommendation may be proposed in order to provide better alternative to the policy of CHED on conducting fieldtrip?

### **Scope and Delimitations**

The study focused mainly on the policy analysis of selected Local Universities and Colleges in Bulacan in terms of the formulation of the policies and guidelines on fieldtrips as well as the level of awareness on the said policy, challenges arises, the proposed alternative policy and recommendations.

The respondents of the study were limited to 33 faculty and administrators from five selected Local Universities and Colleges in Bulacan are as follows Norzagaray College (9), Bulacan Polytechnic College (6), Baliuag Polytechnic College (6), Pamantasan Dalubhasaan ng Marilao (6) and Meycauayan College (6).

### **Methods of Research Used**

The descriptive method was used by the researcher in order to identify the alternative policy or guidelines that can be implemented to enhance the policy and guidelines of fieldtrip and proposed recommendation in order to provide better alternative to the policy of CHED on conducting fieldtrip.

### **Sampling Technique**

The researcher used the random sampling to arrive at the certain number of respondents. For the purpose of this study, the researchers chose school administrators from selected Local Universities and Colleges in Bulacan.

## Instrument Used

To attain the desired factual information, the researchers used the researcher – designed questionnaire.

**Questionnaire.** The questionnaire is the major tool in gathering the data. The questionnaire was divided into five parts. The first part revolved around the involvement in the formulation of policies and guidelines on fieldtrip., the second part identified the level of awareness of LUC's toward the requirements on policies and guidelines of fieldtrip. Third part was challenges or problems arise in enforcing the existing policies and guidelines of fieldtrip, fourth part evaluated the alternative policy or guidelines that can be implemented to enhance the policy and guidelines. Last part, identified the proposed recommendation in order to provide better alternative to the policy of CHED on conducting fieldtrip.

## Statistical Treatment of Data

The following statistical methods were utilized such as frequency distribution and mean to make sure of a correct and valid interpretation of data.

*Frequency distribution.* This was used in finding the percentage distribution of respondents by the involvement in the formulation of the policy in terms of planning, implementation and evaluation.

*Mean.* The weighted mean was used to determine the level of awareness in the said policy.

*Ranking.* Ranking was designed to determine the relative order of an item with challenges or problems aroused in enforcing the existing policies and guidelines of fieldtrip in selected local universities and colleges in the province of Bulacan.

## Results and Discussion

It presents the analysis and interpretation of data through the use of survey questionnaire. It also discusses the findings of the survey.

### 1. Involvement on the formulation of policy

**Table 1**  
**Planning**

Statement	Weighted Mean	Interpretation
1. Participates in designing and determining the requirements in the conduct of off-campus activities.	2.21	Sometimes
2. Establish mechanisms to provide parallel activities for curricular and alternative activities	2.33	Sometimes
3. Identify any special requirements for participation on the trip - special skills, fitness, certification - as well as any hazards or dangers on the trip or at the site that might affect the health and safety of the participants.	2.21	Sometimes

The finding shows that 15 (45.45 percent) faculty and administrators were never involved in Identifying any special requirements for participation on the trip - special skills, fitness, certification - as well as any hazards or dangers on the trip or at the site that might affect the health and safety of the participants.

**Table 2**  
**Implementation**

Statement	Weighted Mean	Interpretation
1. Accompany the students from the time they assemble for the off-campus activity up to debriefing.	4.06	Usually
2. Ensure the provision of the allowable capacity of the vehicle/s used and its holistic implementation of objectives of the activity.	4.57	Always
3. Ensure that program of activities is properly followed as planned or activities can be adjusted as the need arises.	4.81	Always

The table shows that 21 (63.64 percent) faculty and administrators were always ensures the provision of the allowable capacity of the vehicle/s used and its holistic implementation of objectives of the activity.

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1. Accompany the students from the time they assemble for the off-campus activity up to debriefing.	4.06	Usually
2. Ensure the provision of the allowable capacity of the vehicle/s used and its holistic implementation of objectives of the activity.	4.57	Always
3. Ensure that program of activities is properly followed as planned or activities can be adjusted as the need arises.	4.81	Always

The data shows that 26 (78.79 percent) faculty and administrators were always have a report of compliance duly signed and checked by the administrators and approved by authorized representative of HEI as a means of evaluation.

**Table 4**  
**Level of Awareness**

Statement	5		4		3		2		1	
	Strongly Aware		Aware		Moderately Aware		Slightly Aware		Not Aware	
	f	%	f	%	f	%	f	%	f	%
1. Are you aware of CMO No. 63, s. 2017 (Policies and Guidelines on Local Off-campus Activities)	12	36.36%	15	45.45%	6	18.18%	0	0.00%	0	0.00%
2. Is the institution you belong recognizes the academic freedom of the HEIs in promoting quality education for the advancement of learning and research, through the conduct of off-campus activities as part of the curriculum.	8	24.24%	22	66.67%	3	9.09%	0	0.00%	0	0.00%
3. Is your institution adopt and implement its own institutional policies, including adherence to requirements under this CMO, as part of its duty to observe due diligence in the conduct of off-campus activities.	8	24.24%	23	69.70%	2	6.06%	0	0.00%	0	0.00%
4. The policy are intended to broaden the students' learning opportunities and allow them a feel of the real world, and therefore serve as powerful motivator to strengthen the academe-industry linkage.	7	21.21%	20	60.61%	1	3.03%	0	0.00%	0	0.00%

Table 4 shows that most of the respondents, 12 (35.36 percent) are strongly aware of the CMO no. 63, s. 2017. Moreover, 8 (24.24 percent) of the respondents are strongly aware also with regards to awareness on recognizing the academic freedom of the HEIs in promoting quality education for the advancement of learning and research, through the conduct of off-campus activities as part of the curriculum, adopting and implementing its own institutional policies, including adherence to requirements under this CMO, as part of its duty to observe due diligence in the conduct of off-campus activities.

**Table 5**  
**Challenges or problems aroused in enforcing the existing policies and guidelines of fieldtrip in LUC's**

	Total	Rank
Safety	130	1
Budget	105	2
Requirements cannot be met	97	3
Alignment of activity to the curriculum	79	5
Coordination to the LGU / NGO	84	4

The table shows that the respondents first challenge or problem was the safety with the rank of number 1 and the last was alignment of activity to the curriculum with the rank of 5.

4. Alternative policy or guidelines that can be implemented to enhance the policy and guidelines of fieldtrip in LUC's

- a. Fieldtrip should be ban.
- b. Let the CHED find and suggests place or destination for the off-campus activities for better choices.
- c. Revise guidelines that that it can be attainable and easy to accomplish by the administrators.
- d. Make an ocular visit in some places that has no entrance fee or payment.
- e. Fieldtrips should be beneficial to the students and allow them to choose the itineraries that will surely meet their course subjects and competencies requirement.
- f. Places should be nearest to the school.
- g. In terms of waver, the school should also be responsible or liable and give contributions if necessary in any incident that may happen.
- h. Additional person and staff responsible in giving safety and security among students.

5. Proposed recommendation in order to provide better alternative to the policy of CHED on conducting fieldtrip.

- a. Have a dialogue to different administrators of different schools.
- b. I suggest that the fieldtrips are highly favorable with the school administrators, students and stakeholders.
- c. More frequent conferences / meetings between CHED and HEIs regarding changes, updates and current trends and issue to come up with a certain decision and resolution.

## References

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- Manual of Regulation for Private Higher Education
- 2020. "Practice principles for excellence in teaching and learning". <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx>